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Vol. 13 March, 1941 No. 9

VOCATIONAL education in our public schools did not just happen. Nor was it ever more important than it is today, when men with skill and specialized training are the objects of a nationwide search.—Gov. John W. Bricker, Ohio

The Agricultural Education Magazine

A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by the Meredith Publishing Company at Des Moines, Iowa.

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Editorial Comment

President of A. V. A. for 1941

IN THE closing session of the American Vocational Association Convention in San Francisco the house of delegates gave recognition to a leader in agricultural education, eminently qualified for the high office, by electing Professor L. R. Humpherys of Logan, Utah, to the presidency. Professor Humpherys succeeds Mr. R. O. Small of Boston, Massachusetts, in this office.

L. R. Humpherys

Professor Humpherys brings to the office of president years of experience and participation in the affairs of the association as well as in other national activities. From 1927 to 1930 he served as vice-president, representing agriculture. At various times he has served on the advisory committee of the A.V.A. and on the legislative committee. During the past five years he has been a member of the Agricultural Section committee on policy and program.

In the field of objectives and standards Professor Humpherys has made a lasting contribution. He was chairman of the National Committee on Objectives in Vocational Agriculture in 1929. Since 1938 he has been a member of the National Committee on Standards in Agricultural Education. This committee is co-operating with the U. S. Office of Education in a nationwide co-operative research study on evaluation in agricultural education.

Professor Humpherys' efficient work in editing the F. F. A. section of this magazine during the past five years has allowed him to work in his special field of interest. Recently he has taught courses dealing with F. F. A. work and other courses in summer sessions at Colorado State College and Ohio State University. Altho he has been in teacher-education work for a number of years at Utah State Agricultural College, he served as state supervisor of agricultural education prior to that time.

At this time, when new developments in vocational education are coming so rapidly, and when unity of purpose and action is a vital necessity, the A.V.A. is fortunate in having at its helm one who is so well acquainted with national problems and activities and who possesses those qualities which will promote co-operativeness of action. He has the united support of educators in agriculture and, we believe, of workers in other fields as well. The Association is in good hands at a crucial time.

A Message From President Humpherys

THE *Agricultural Education Magazine* is one of the unique professional journals in the whole field of education. Launched by a few devoted, farseeing agricultural leaders, published by a generous company with certain foreseen losses in the earlier years, and read by men in the front-line trenches in scattered areas of the country, this publication has grown to be a *ready reference* to the men in the field of agricultural education. Thru its columns it has extended a helping hand to the state supervisor with an expanding program, to the teacher-educator in his struggle to provide adequate leadership, to the isolated teacher laboring with his academic brother, and to the many Future Farmers struggling for recognition in the junior farming world.

The number of subscribers is increasing year by year. The contributions are many and varied. The glow of the printed page is improved by the selected illustrations and barred from distraction by the clutter of advertising. The several editors, thru the years, have religiously devoted their time and talent for the common good. In this service they have had the active support and co-operation of a versatile staff.

The Agricultural Education Magazine has been instrumental in stimulating the thinking of agricultural leaders and in crystallizing a philosophy of rural living which is in high repute among the foremost educators of the day. It has been the means of stepping up the tempo of progress in every phase of agricultural education. It gives promise of even more support in the future.

Vocational education, still in its period of youth, will be in the limelight during this unprecedented emergency in which we now find ourselves. Its reputed virtues will be tested, its life and usefulness challenged. The present emergency will be followed by a readjustment and reorganization of our whole social and economic structure, a calling for a re-defining of our objectives as they pertain to occupational life. Indeed, it may appropriately be said we are "hurrying thru" the Second Industrial Revolution. The farmer, the homemaker, the industrial worker, the artisan, the businessman—all of these workers and others will witness a new era in vocational life. We shall be obliged to re-establish our position as leaders in bringing about this mammoth readjustment. All of these present and pending changes call for an unprecedented type of co-operation between the several services in vocational education.

The contributors and the editors of the columns of *The Agricultural Education Magazine* in the months ahead have an opportunity to make a real contribution in promoting a spirit of co-operation and solidarity. We must put forth a supreme effort in joining hands with the other services in vocational education in making our whole service equal to the requirements.—L. R. Humpherys, Utah.

We Move in New Directions

ONE conclusion which might be drawn from the discussions in the Agricultural Section meetings at the San Francisco A.V.A. Convention is that increased attention should be paid to the needs of farm youth who cannot enter, or do not choose to enter full-time farming. Some research studies show a sizable proportion of former students of vocational agriculture who do not engage in full-time farming. Other studies show there are not enough farming opportunities to absorb all farm boys.

It was pointed out that the defense-training programs now under way should aid farm and other rural youth to develop vocational competencies in industrial and related agricultural pursuits. Many states report increases in the number of part-time farmers near industrial centers. The type of training given in these defense training courses has a definite place in preparing rural youth from these centers to do a better job of full-time farming or to carry on some occupation in addition to farming part-time, if their services are not used in some part of the national defense program.

Fife and Kenestrick have made a survey of the needs of boys on part-time farms in one county in Ohio. This study is published in the current issue. The problem is being studied in other states. New York has four state schools providing vocational education of less than college grade for rural youth who cannot, or will not, go into full-time farming.

It is becoming increasingly clear that teachers of vocational agriculture should assume certain responsibilities in relation to these problems. Since the defense-training courses are administered as a part of the program of vocational agriculture, teachers of agriculture can aid materially in promoting, organizing, planning, and supervising defense-training courses. They will need to extend guidance beyond the mere selection of students for their own classes. Someone will have to assist farm youth to get placed in non-farming occupations, both in related agricultural work and in other jobs. The teacher of agriculture is in a position to render much service here.

Some teachers in communities near industrial centers may find young men who have entered industrial work and are looking for a small farm to operate on a part-time basis. Many teachers have made a good start at aiding young men to become established on full-time farms. They may also be able to aid in placement of young men in part-time farming.

The vocational destinies of village boys and others who will not enter full-time farming can no longer be left to chance. Teachers of agriculture should stand ready to help where they can in whatever programs are offered for these rural youth.

A. K. GETMAN **Professional** R. W. GREGORY

A Diary of Professional Improvement

CHARLES L. PARK, Jr., Teacher,*
Thetford Academy, Vermont

C. L. Park

EACH teacher of vocational agriculture in Vermont is carrying on an individual program by which he hopes to improve professionally in his chosen field. Variations in the individual field occur because of differences in the local departments and in the individual characteristics of each instructor, such as interest, personality, and abilities.

Our state department each year sets up a program for professional improvement which serves as a guide to the various teachers in shaping their individual programs. Such a statewide program for professional improvement can move forward only as far as we, as individuals, build and carry forward our own programs.

With this brief introduction to the topic I should like to tell you about my program for professional improvement for last year, not because I consider that there was anything unusual about it, but rather so that each of you may pause and take stock of this phase of your work for the current school year, which is now past the halfway mark.

Objectives Considered First

First of all, in reshaping my program for professional improvement each year I like to set up some objectives which I intend to carry out. Some of these objectives may be achieved in one year while others are of a long-time nature. The following objectives were kept in mind for last year:

1. To provide a steady growth professionally thru study and research in order to be of greater service to the patronage area.
2. To co-operate with the State Department of Agricultural Education in furthering its program of professional improvement.
3. To improve professionally in order to gain a greater satisfaction from teaching by having a greater command of instructional materials.

Some of the goals set up last year were as follows:

1. Have a long-time professional program leading to the Master's Degree. This goal is to be achieved by attending summer school and by carrying on a research problem suitable for a thesis.
2. Subscribe to and read *The Agricultural Education Magazine.*
3. Join the American Vocational Association.
4. Meet with other teachers in district groups. As chairman of one district call the meeting at the proper time.
5. Read two professional books during the year. This can be accomplished by purchasing the books, by borrowing them from the State Office Library, or by using the books during the summer-school session.

I should like to present my program to illustrate how it progressed as the year advanced. Perhaps some will want to check their own schedule and consider their own accomplishments. In order not to make this article too long the points are set forth in diary form beginning July 1, 1939.

In addition to carrying out a program for professional improvement we are all attempting to improve in a cultural way. I feel that it is difficult to separate one type of improvement from the other, since when we have made some gain along cultural lines it affects us in our professional standing. For example, in our state program of work it is suggested that each teacher improve in a cultural way by having an active F. F. A. chapter. When this has been attained, has not the teacher gained professionally

Professional Diary—1939-40

July	1.	Joined the A.V.A. and subscribed to *The Agricultural Education Magazine* and *American Farm Youth.*
July	6.	Entered the summer-school session at U.V.M. and enrolled in the following courses: (1) "Guidance in Secondary Schools," (2) "School and Society," (3) "Intellectual Background of Civilization."
Sept.	1.	Prepared and submitted my annual program of work.
Oct.	13.	Attended the Agriculture Teachers' Conference at the state convention. Also present at the meeting and dinner of the Vermont Branch of the A.V.A.
Oct.	14.	Developed for the second year joint courses for junior-senior students of vocational agriculture and home economics in co-operation with home economics teacher: "A Study of Farm Family Life in the Community."
Oct.	16.	The evening-school program got under way for the third consecutive year. This helps me professionally in that much valuable material is developed which will assist me in the all-day classes.
Nov.	4.	Attended the committee and group meetings of the agriculture teachers at the F. F. A. Leadership Training Conference.
Nov.	28.	Spoke at Norwich Men's Club—topic, "Training Future Farmers."
Dec.	1–2.	Attended the New England Conference of Vocational Guidance and took part in group discussion.
Dec.	28–30.	Went on Boston milk-market tour. Gained valuable information on marketing milk, meat, etc.
Jan.	5.	Submitted my annual progress report.
Jan.	13.	Attended a district meeting at Woodstock for teachers of vocational agriculture and home economics. A farm management problem was developed.
Jan.	18.	While at the Farm Products Show I attended the meeting for the teachers of agriculture.
Feb.	3.	Met with the other officers and the advisory council of the Vermont Branch of the A.V.A. to consider a good state program.
Feb.	5.	Submitted material in connection with study being made to ascertain value of present program of teacher-training in New England.
Feb.	9.	As chairman of the district conference for teachers of agriculture at White River Junction called a meeting to discuss the topic "Placement Opportunities for Vermont Farm Youth."
Feb.	10.	Have just written an article for the V. A. T. A. Co-operator.
Feb.	20.	Joined an adult woodworking class which met one evening each week.
Mar.	4–10.	Have been working during this vacation period on local research problem. This included gathering data on placement opportunities and continuing follow-up studies.
Mar.	29.	Have been a critic teacher for fifth year.
Apr.	1.	Have just finished reading additional material about training public speakers. This will prove helpful in developing the F. F. A. boys for the town and district contests.
May	16–17.	While at the State F. F. A. Convention I attended the meeting for the teachers of agriculture.
May	17–18.	Served on a committee at annual judging contests.
June	16–19.	Attended the joint conference for the teachers of agriculture and home economics of Vermont and New Hampshire. Served on several committees.
June	24–29.	Have worked with 15 other teachers on problems of follow-up and placement.
June	30.	Have decided to enter summer school at U.V.M. for the third year. I have been asked to carry on a part of the teaching for a unit summer-school course on "Guidance and Placement of Farm Boys."

lso in that he is better qualified to adise chapter members in succeeding ears? Likewise, when a teacher takes art in community activities such as oining the Grange, attending church, or elonging to the Farm Bureau it may e primarily for the purpose of cultural evelopment—but ultimately it delops him professionally.

Improvement Program Must Be Re-examined

Once our program for professional ad cultural improvement is under way e should analyze it carefully from time to time. Possibly early spring is a good season in which to check our diary carefully. First, there is still time to carry out many activities, and an analysis of our program will serve to show whether we have failed to complete some worthwhile work. If the program has progressed according to schedule, or is ahead of it, there may be time to include some additional items of work. Then, too, spring is a good time to study the program to determine whether our professional improvement program has been such that we can still continue to render best service to the community.

It seems to me that there is or should be a real relationship between the tenure of a teacher in a particular school system and his professional improvement program. Should a teacher continue to stay in one particular department year after year or should he change from time to time? This is a question that each one of us must answer every spring. So far, my reaction has been that as long as he feels he can do his best work in that community it is advisable for a teacher to remain there. If any of us reach a point in our thinking when we feel that things have not gone forward properly, we should consider the whole situation carefully. When such a condition develops, I believe it is due, in part at least, to the fact that we have fallen down in keeping pace with the times thru a forward-looking program for professional improvement.

*Since September, 1940, Mr. Park has been employed by the University of Vermont as assistant state supervisor and teacher-trainer in agriculture.

What Is a Co-operative Program?

G. S. DOWELL, Teacher,
Quail, Texas

THE meaning of a co-operative program of work for vocational agriculture and vocational home economics departments in high schools apparently has not meant the same thing to different people. To some it has meant working together in peace and harmony in the same way as with any other department of the school, such as permitting a student to miss classes one day to practice on a play, to prepare for a debate, to sing in a glee club on special occasions, or any one of a thousand little things which people working in the same system may do to make themselves helpful to and appreciated by others. It is true that vocational teachers should show a general co-operative spirit the same as any individual or organized group. They should make themselves pleasant and helpful to each other and co-operate with each other as they should with any other agricultural or homemaking agency, but this is not equivalent to building a co-operative program of work.

A co-operative, or joint program of work must deal with subject matter and procedure. It must set up definite goals and objectives for the course itself. The teachers in each department must contribute something to the program and they must strive together to reach those goals and objectives.

A co-operative program includes much more than for the home economics department to serve the father-and-son banquet for the Future Farmers. The two departments may combine social activities such as parties and picnics. But this is not planning or putting a co-operative program of work into operation. These things may be a forerunner of, or pave the way for, a co-operative or joint program of work, but such a setup is not what we mean when we talk about a local or state co-operative program.

Live-at-Home Objective

A co-operative program of work for a vocational home economics department and a vocational agriculture department should be more like two people working in the same department who teach different courses, each contributing something to the unity, wholeness, or purpose of that department. Boys must learn to produce beef in order for the girls to can it for family use; and girls must learn how to prepare products produced by others.

(Continued on page 178)

Agricultural Tour a Highlight of San Francisco A.V.A. Convention

A JOURNEY exceptionally well planned and long to be remembered was enjoyed by visitors at the A.V.A. Convention on December 15. On the all-day tour, originally planned for the Agricultural Section but participated in by many others, visitors caught a glimpse of the mammoth poultry industries in Petaluma and a cross-section of types of farming in the valleys leading into San Francisco Bay. Besides a walnut packing establishment, a winery, and a petrified forest the tourists had a chance to see what $50,000 can do in providing a building for vocational agriculture in the new structure viewed at Santa Rosa.

Altho defense-training programs received a great deal of attention, several sessions of the convention were devoted to timely problems of teachers, teacher-educators, and supervisors, including trends in research, problems of teacher-selection, education and placement of rural youth, and farm planning.

The speaker at the Ten-Year Teacher-Trainers' breakfast (traditionally not announced in advance) was Professor H. H. Gibson, who described the plan in operation in Oregon to provide participating experiences in adult education for students preparing to teach vocational agriculture.

Agricultural education and particularly teacher-education was honored when Professor L. R. Humpherys of Utah State College was elected president of the American Vocational Association for 1941 to succeed Mr. R. O. Small.

Among interested visitors on the A. V. A. Tour were some of the officers and their wives. Pictured left to right are: Mrs. L. H. Dennis, Mrs. R. O. Small, R. O. Small, President, and L. H. Dennis, Executive Secretary of the A.V.A., who have stopped to examine a plant on the Luther Burbank estate in Santa Rosa, California

Boston was selected as the location for the 1941 meeting of the convention.

A. M. FIELD

Methods

The Conference Procedure in Agricultural Education*

GEORGE P. DEYOE, Teacher Education,
East Lansing, Michigan

"The tradition of discussion is an old tradition in the agricultural parts of the country, and one which has contributed much to sound decisions in the American democracy of the past."—U. S. D. A.

IN CONDUCTING adult and young-farmer classes, many teachers of vocational agriculture have had opportunities to gain some experience with the conference procedure. With this background as a starting point, teachers are in a position to benefit by suggestions relative to techniques and approved methods for conducting successful discussions. No matter how expert a person may be as a discussion leader, he usually feels the challenge of becoming a better one.

G. P. Deyoe

The Purposes and Philosophy of the Conference Procedure

The conference procedure is a method of group discussion in which individuals learn thru sharing their experience and thinking together relative to topics or problems of interest to them. It is an adaptation of the informal, conversational type of discussion which prevails in small, friendly gatherings in homes or around the cracker barrel in the country store.

In the conference procedure, thru participation by the members themselves, topics and problems are selected and formulated in terms acceptable to the group. Usually, these are problems for which it is assumed that no one person has the best answer at the outset of the discussion. Instead, the most satisfactory solution is likely to result from exploring the situation together and utilizing to the fullest possible extent the resources of the group.

The conference procedure has several advantages which seem to substantiate our faith in it. These include the following:

1. Learning is most effective when individuals participate actively, as is the case in group discussions.
2. The instruction is geared to the level of understanding which prevails in the group, and it proceeds from there to higher levels as the result of thinking *with and by* the group.
3. Since practical experiences of the members are utilized, the discussion is kept on a realistic basis and many suggestions for action are likely to evolve.
4. A person is inclined to accept a solution in which he has participated and made adaptations for his own situations, and consequently he is likely to "do something" about it after the discussion is over.
5. The conference procedure frequently leads to better solutions to problems than would be possible otherwise.
6. The sharing of experiences and growth thru group thinking are more democratic than formal approaches to instruction.

Physical Facilities for the Conference Method

In conducting a conference, it is important to provide physical facilities which contribute to an informal atmosphere. Members should be seated in such a way that they can see the faces of all persons present, including the leader (see Figure 1). If the group is small, the members can be seated in a semicircle, or around a table. In larger groups, it is desirable to have several tables arranged to form a large rectangle with the members seated around the outside. A blackboard should be provided and placed so as to be in the range of vision of everyone present. Optimum conditions of temperature, lighting, and ventilation should be maintained at all times. Chairs should be comfortable, and the general surroundings should comprise a setting which will make everyone feel at ease.

Conducting the Discussion

Discussion techniques cannot be resolved into any one method or into rule-of-thumb procedures. Informality should prevail from the start, and opportunity should be provided for maximum participation by all persons. Attitudes of tolerance and open-mindedness should be encouraged at all times.

The topic for discussion is usually chosen in advance by the group, or by representatives from it, who are aware of the problems of the group in question. By this means, it is possible for members and the leader to give some thought to the topic before the meeting is held.

As a starting point in the discussion, the members of the group should be encouraged to state the issues or problems involved and to agree upon the phases which they wish to discuss in the time available. An outline of the analysis may be placed upon the board as it evolves from the group. (Either the leader or a scribe may do the writing. The latter is preferred by some, as it allows the leader to remain seated and center his attention on the suggestions as they emerge from the group.)

As the discussion proceeds, individuals should be encouraged to raise questions, to contribute experiences which are pertinent, and to indicate agreement or differences of opinion relative to the contributions of others. *The ideal conference is one in which much of the discussion takes place between members, with only occasional questioning, stimulation, and guidance by the leader.* (See Figure 2.)

At various places in the discussion, summaries are helpful. These may be made by the chairman or by members designated by him. The statements made by way of summary should represent the thinking of the group. It is well for the person summarizing to make

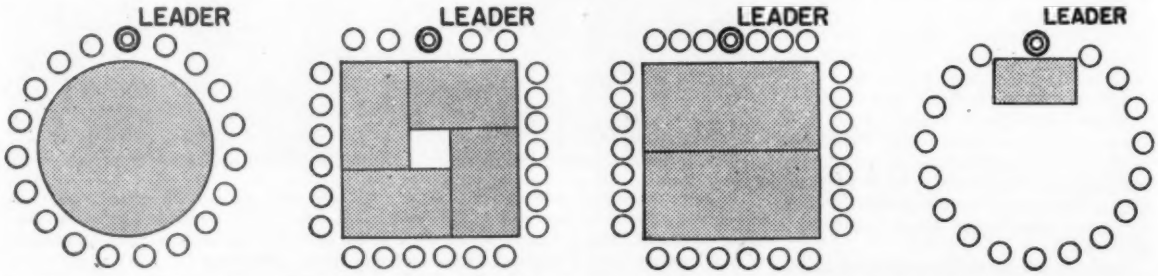

Figure 1. Suggested arrangements for groups engaged in the conference procedure. It is preferable to have table space for all members, and the group should be seated so that every person can see every other person.

From *Suggestions for Discussion Group Leaders*, U.S.D.A.

tatements such as, "We seem to agree hat . . ., and we are somewhat divided n our thinking relative to . . ." In a roup discussion, it should not be asumed that unanimous agreement will e reached on all points discussed, since ost topics suitable for discussion do ot lend themselves to a direct "yes" r "no" answer that fits all conditions.

Discussion Leader. Usually, in a discussion group, some person acts as chairman or discussion leader. He helps the group in examining the subject and helps to keep the discussion moving. His efforts should be as inconspicuous as possible. Ordinarily he is seated with the group, but in some cases he may remain standing.

A good leader does considerable planning ahead of time, but he does not attempt to impose his plan upon the group. By using tact, he is able to prevent certain individuals from using too much time, and he is able to draw out some members who tend to keep silent. He maintains interest and good will by using praise occasionally, by calling on persons by name, and by making reference to previous contributions. He guides the discussion so that important problems new to the group are discovered, and so that all important aspects are explored. He knows the individual members well enough so that he can, if necessary, encourage them to make contributions at appropriate places.

The leader may at times express his opinions, but they should be given as suggestions and should be brief. At appropriate places, he may present facts relative to the discussion at hand. He should be alert to keeping the group oriented to the problems under discussion, to obtaining participation from as large a proportion of the group as possible, and to encouraging the expression of varying viewpoints. As discussion is ended for each problem, he should help summarize the important features of the thinking of the group or call on someone to do it.

Secretary. Frequently it is desirable to have a secretary record the important features of the discussion as they develop. He should make note of problems raised, the items in the analysis of each problem, important ideas presented, and places where there is general agreement and where there is marked difference of opinion. At the close of the meeting, it is frequently the practice to have the secretary present a brief summary.

Resource Persons. For many discussion groups, certain individuals selected ahead of time are designated as resource persons. These persons assist in bringing needed information to the group. They should make their contributions in an informal manner at appropriate places in the discussion, but not as formal speeches. They are seated with the other members of the group, and their contributions include special experiences and information of value and the results of their own thinking relative to the problems at hand. Frequently, they may aid by asking questions which will stimulate further discussion by members in the group. In other words, resource persons serve as "spark plugs" in developing and maintaining a good discussion. They should be persons of judgment and they should be careful to give only information for which the group senses a need.

In adult and young-farmer classes, persons with special experience of value for the topic at hand can be thought of as resource persons. The teacher of agriculture is usually the discussion leader, but to a considerable extent he is also a resource person who furnishes recent experimental data and other factual information of value for supplementing the contributions of the farmers.

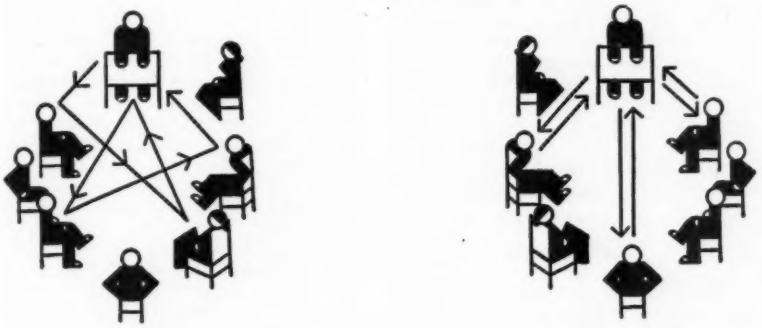

Figure 2. Keep discussion among and between members as much as possible, as shown on the left. Avoid the situation shown on the right.

From *Suggestions for Discussion Group Leaders*, U.S.D.A.

Individual Members. Individual members should participate in the discussion with the attitude of, "Here is something we can explore together, and for which we can share our experiences." Each member should assume responsibility for keeping the discussion "on the track," and for helping to stimulate discussion by other members. All members may help by giving ideas and experiences at appropriate places. Every member should feel free to express differences of opinion and to raise questions relative to the contributions of others. He can help keep the discussion going by such statements as: "I'm not quite clear on the point just made . . .What did you mean by that? . . . I believe that Mr. Jones has had some experiences of interest on this point. . . . I'd like to get the opinion of the group relative to . . . "

Each member should talk in a conversational manner, and direct his remarks to the other members of the group as well as to the leader.

A sense of humor is a valuable asset to all persons in a discussion group. It is important for all members to learn to be good listeners to the contributions of others; and, above all, they should be open-minded and enter into a spirit of "give and take."

Bringing the Meeting to a Close

Before dismissing a group of farmers (or other persons) who have participated in a conference discussion, it is desirable to secure from them *their conclusions and their decisions as to what can be done in their own situations* as the result of the discussion in which they have engaged. Ample time should be allowed for carefully weighing pertinent facts and data bearing upon the question. It is usually desirable to have some understanding as to the problem or problems to be discussed at the next meeting, so that relationships with the problem at hand can be discussed and so that some thinking about it will be done prior to the next meeting.

Evaluating a Group Discussion

In general, two types of evaluation may be used, namely, immediate and deferred.

The immediate evaluation may range all the way from checking the number who attended to giving formal tests. However, neither one of these is very effective for evaluating a conference in agricultural education. Evaluation should be of a nature which will aid in improving the meetings. After each meeting, it should be helpful for the leader to recall the details of the discussion and to check such items as (1) suitability of problem, (2) use of questioning, (3) distribution of discussion, (4) control of discussion, (5) relevancy of discussion, (6) quality of contributions from the group, (7) quality of charts and other illustrative material, (8) use of charts and other illustrative material, (9) group interest, and (10) quality of conclusions and practical applications agreed upon. Each of these might be evaluated on a scale of excellent, good, fair, poor, with the idea of striving for improvements in forthcoming meetings. In addition, the leader might ask himself such questions as: (1) What percent participated at some time during the discussion? (2) Were varying viewpoints encouraged? (3) Did the leader refrain from imposing his own ideas on the group? (4) Do most members attend regularly?

Since the acid test of whether a conference has been successful is the changed practices on the part of those who attend, it is desirable to have a deferred evaluation of conferences by some means which will reveal these aspects. With adult-farmer groups, one good method of evaluation is a check-up of the adoption of approved practices on the farms which came as a result of the meetings. With young-farmer groups, it is well to determine the progress in becoming established in farming, as well as the adoption of approved practices and the other accomplishments in the programs of supervised farm practice. In addition, it may be well to note whether or not a more or less permanent interest has been engendered, as evidenced by people continuing to talk about the topic and the meetings, and the desire for further information.

*The writer acknowledges the assistance of the teacher-training staff at Michigan State College in providing constructive criticisms of portions of these materials as they were developed.

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Supervised Practice

H. H. GIBSON

Objectives and Procedures in Supervising Farm Practice Programs

W. B. CAMPBELL, Instructor, Manning, Iowa

WHEN a teacher begins to supervise the farm practice program he should first of all consider the *purposes* of this supervision. This should enable him to do a better job of establishing his program and should also keep him from the aimless wandering from farm to farm that so many of us have done. Fundamentally, the purposes of supervision seem to be:

1. *To encourage the boy to use knowledge gained in class.* The boy is likely to get into a rut and drift back into the old way of operation if someone does not remind him of approved practices to be used.

2. *To develop the good will of the boy and the parent.* Even where an instructor feels he will not add anything of a technical improvement nature to the boy's project, there is an immense amount of good will built up by the visit. Both the boy and his dad like to feel the instructor is interested in them and there is always something which comes up that they will wish to discuss.

3. *To teach additional skills.* Where it is possible we should always try to teach while in the field. There are many things the boys are taught in class that they are apt to forget. A skill taught the boy on his own farm, with his own project, is long remembered. However the writer has known instructors who thought the only thing they should talk about while supervising projects was agriculture. The basis for much co-operation between parent, teacher, and boy is built while the teacher is admiring Dad's new car or visiting about something of a non-agricultural nature, but of interest to both.

4. *To bring timely advice to the boy.* An instructor should be ready to suggest such practices as controlling mange, castrating, and vaccinating. If done in time these little jobs often are money-savers.

5. *To help solve problems which have arisen.* Before arriving at a farm the instructor may feel it is going to be only a good-will call. After the instructor arrives the boy has many questions which have arisen since he last saw the instructor. Following the discussion of these questions the instructor will be surprised at the amount of teaching he has done in a situation where he had expected to do very little.

6. *To develop an incentive in the boy to do things correctly.* It is human nature to want to be praised, and if a boy knows the teacher is coming to look at his project he will try to have all those approved practices done or in operation. The instructor should avoid being over-critical, as he may develop resentment instead of ambition He should aim to raise standards.

How Much Time to Spend

Much has been said about the length and number of visits. As to the length of a visit one should stay long enough to thoroly look over the project, and long enough to see the farm as a whole. This last act is essential for the development of improvement projects and supplementary practices. Too often the instructor is inclined to see the boy's project and then drive away. If he had looked at Dad's milk cows he might have had a chance to say, "Bill, that cow doesn't look as tho she gives enough milk to pay for what she eats." This could lead into an improvement project involving the keeping of feed and production records on the dairy herd. If possible, instructors should visit each boy once a month in the summer and twice during the school year. The progressive boys will need more visits. This takes time but it is time well spent. An instructor should route his boys and follow this route to save miles and valuable time.

Planning Visits

Before he arrives at each farm the instructor should have in mind, or better yet in writing, a list of the different approved practices the boy should have completed or in operation. Without this list a visit may start with the boy or his dad and the instructor will drive away without knowing whether the boy has dipped his pigs, vaccinated them, is feeding a protein, or doing other jobs which may be essential to carrying on a good project.

Whenever possible the boy's record book should be checked. Record books are useless if they are not accurate. When the average boy is allowed to get behind he estimates instead of using actual figures. Doing this, he learns nothing of the economics of production and makes record-keeping seem ridiculous to his dad.

Some boys are apt to become satisfied with one project. Continued reminders from the instructor are needed in order that the boy will feel the need for an expanded and long-time project program. After the need is felt the development will come.

Finally, the writer believes that the instructor should wear neat but serviceable clothes. Then, as the need arises, he can help on little jobs such as weighing pigs, starting an individual hog house or a self-feeder, drenching sheep or trimming feet. However, one should not make a practice of doing the boy's work for him. Rather, the instructor should help him start a job which has been postponed or avoided.

Incentives for Improved Farming Programs

E. N. WRIGHT, Instructor, Mound City, Missouri

FINANCING worthy projects was a problem with me until 1933 when the co-operation of the local banker, Mr. Bruce Thomas, gave a solution to our dilemma. I explained to Mr. Thomas that many boys lack the necessary funds to complete their project work and yet seem to have excellent interests and plans, and a record of industriousness outstanding enough to merit a loan. The banker seemed to have an unusually keen insight in recognizing the difficulties confronting the department of vocational agriculture and said to me, "Go over the cases of the boys who need financing and I will approve a loan for any boys whom you decide to recommend."

A few days later he received a call from the first applicant for a loan and it was not long before 17 boys had negotiated loans to finance their project work. Last year the boys in the chapter borrowed approximately $1,500. We are proud of our record of seven years' standing. During this time there has not been a single delinquent payment on this type of farm credit extended by the local bank.

The establishment of this farm credit with the local bank was also the means of securing a better understanding of the program in vocational agriculture by the community and by the boys participating in the program. Mr. Thomas, without any solicitation on the part of the chapter, offered $25 as a prize for the outstanding project work of the year.

At first it was not difficult to determine the winner, but as interest in the contest increased, competition became keener. Finally the contestants were so close that a fair decision could not be made in favor of any one boy.

We presented our problem to Mr. Thomas who decided to increase the amount of prize money to $50, giving four prizes instead of one. This raised another problem in the contest, so that in order to fairly determine the winners, a group of advanced students co-operated in drawing up a score card on a point basis that would make it possible to evaluate every supervised practice.

An effort was made to gauge the number of points by the complexity of the project, the amount of work involved, the financial risk, and other factors. Production projects, for example, are given more points than improvement or supplementary projects. Another improvement was made by having three successful farmers of the community act as judges in evaluating the projects.

On the basis of this program, I am convinced that prize money can act as a definite incentive to improve the work in the local chapter. This program has made the following improvements in

our chapter and in the community:

1. More purebred animals have been raised as a result of the point system. For example, 25 purebred sows and six purebred boars were brought into our community. Purebred rams and dairy bulls have also been purchased.

2. A larger number of improvement projects have been carried out than would otherwise have been the case. These projects, among others, included: improving 300 acres of pasture and seeding 75 acres of pasture; planting six new home orchards; building four miles of new, hog-tight fence, and repairing 26 miles of old fence; feeding balanced rations to 419 hogs; setting out 1,500 trees for erosion prevention, and beautifying 15 farm lawns; worming and vaccinating hogs; and testing and planting hybrid seed.

In comparing the results of the supervised practice program under the point system with that previous to the adoption of this plan, I find it to be much ahead of what prevailed without the stimulus of the point system and competition for prize money. The element of competition seems to furnish a drive, and under proper control it has proved to be a definite help in the program of vocational agriculture in our high school.

Using Problems Discovered in Supervised Farming Visits in Classroom Instruction

C. W. DALBEY, Instructor, Spencer, Iowa

MANY pertinent questions relating to problems on the home farm are brought to the attention of teachers during the course of a school day, only to be unanswered because they were not a part of the unit being taught at that particular time. As I have become increasingly aware of these problems I have tried to take a step in the direction of making the classroom work more practical by attempting to meet these needs on the home farm.

The first step in this direction seemed to call for a more thoro job of visiting the boy and his parents on the home farm. A "supervision record of farming programs" was developed from ideas brought out in the *Agricultural Education Magazine* and other professional publications. The accompanying form has done much to aid in securing more effective supervision and correlation with classroom work. The form has also helped to inform the superintendent and school board as to the work done in supervision of farming programs, since the superintendent receives one copy of the record of each visit.

Careful visitation with the boy and parent will bring out problems pertaining both to the boy's project and the father's management of the farm. These problems may pertain to crops, buildings, livestock production, diseases, and many other areas of work.

Before leaving the farm the instructor fills out the supervision form. The name of the student and the date of the visit will be of assistance later on. Secondly, the instructor will indicate whether or not the boy was at home and whether he was contacted. Third, the boy's project records are checked. The condition of these will be indicated and the stages and conditions of the boy's project will also be listed.

Improvement project work and supplementary practices completed since the previous visit will be listed under separate parts. Recommendations made by the instructor and notes of interest are listed at the bottom of the form sheet.

The important question is, "How does this material tie up with the classroom teaching?" Let us assume the boy has a sow-and-litter project. In looking over the boy's project the instructor may find the sow has been purchased and is to be bred in the near future. This will be listed under stages and conditions of the enterprise as: "Sow purchased, will be bred in two weeks." This calls for additional information on the part of the boy, on flushing the sow, on breeding, and care during pregnancy.

During the conversation with the father the instructor may learn that the father has a swine-disease problem on the home farm. The instructor will list this fact under "items of interest" on the form sheet. Before leaving the farm the instructor gives the boy a carbon copy of the supervision record sheet and the original is kept by the instructor for a permanent record.

In looking over the supervision records the instructor may find that a number of boys have problems similar to the one mentioned. In organizing class work, during the week following this visit the instructor will give instruction on problems of flushing, breeding, and care of the pregnant sow. The swine-disease problems will be discussed. This will assist the boy in helping his father solve that problem on the home farm.

The questions will arise, "Will the instructor be able to cover all these necessary problems?" and, "Which ones will need first consideration?" The time allotted for classroom work will not permit group discussion on all problems pertaining to the home farm. Problems having the greater class need will be given first consideration. Many times boys are confronted with problems which do not provide a good basis for class discussion, since very few members of the class are in need of this information. In this situation individual and small group instruction is the solution.

The use of the supervision record is not a cure-all, but I feel it is one step in the direction of making vocational agriculture more nearly meet the needs of those enrolled.

Supervision Record of Farming Program

Name of Student: Date:
Spencer High School Fiscal year 194.. —194..

Enterprises	Scope	Kinds	Records
1.			
2.			
3.			

Boy at home? Yes... No... Contacted? Yes... No... Parent Visited? Yes... No... Contacted? One... Both....

Conditions Found at Time of Visit:

1. Records — Rating on records.....
   a. Diary — Up to date? Yes... No....
   b. Condition.....
2. Enterprises — Rating of enterprises.....
   a. Stages and conditions.....
3. Improvement projects — Rating on improvement projs.....
   a. Nature.....
4. Supplementary farm practices.....Yes... No...
   a. Extent.....
   b. Previous recommendations carried out? Yes... No...
5. Recommendations made — 6. Items of Interest
   a. ..... a. .....
   b. ..... b. .....

The Story of My Supervised Farming Program

RAY ROBERTS, Student,
Sugar City, Idaho

DURING the fall of my sophomore year I enrolled for the first time in vocational agriculture. The first thing I learned was that I must have a project program. The next thing was, "What could I have?" My brother Lee and I worked during the harvest and between the two of us we had $50. This sum was to be used toward keeping us in school and getting started in farming. Pigs seemed the only thing that we could get. So in the fall of 1937 we purchased for $13 a Chester White gilt, weighing about 120 pounds. Not much for the two of us, but a start. Grief followed. We had planned so hard to get an early spring litter, but the gilt failed to breed. We were pretty blue. In talking the situation over with out teacher of agriculture we decided to sell her and buy feeder pigs.

This happened to be the beginning of our first success. We sold the sow for $18, bought the two feeder pigs for $13, and spent the other $5 for feed. Due to the fact that the price of fat hogs rose three cents per pound, we cleared $15 on these two feeders. We sold these two thru the Madison County hog pool and took back with us two more feeders weighing about 125 pounds each. We fed these until the gilt weighed 210 pounds. We then traded her for a gilt that was to farrow and traded the other pig for barley. We fed the gilt on barley, whey, and green alfalfa which we cut from the ditch banks.

This gilt farrowed eight pigs and we saved all of them. We purchased two more weaners for $3 each. When these

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J. B. McCLELLAND **Farmer Classes** O. C. ADERHOLD

Using Conference Procedure in Adult Classes in Agriculture at Pigeon

HAROLD T. GREENAN, Instructor,
Pigeon, Michigan

EVENING-SCHOOL work conducted at Pigeon for the past three years has been built principally around the conference procedure. The conference procedure, we believe, offers much in the way of discovering the farmer's problem and carrying the problem to a workable solution. The conference prodecure gives the farmer an opportunity to compare his home farm situation with that of the better farmer and thus permits many individuals to analyze and solve their own particular problems.

Perhaps a more important reason for employing the conference procedure is that it allows for a wholesome exchange of ideas based on the type of farming which is typical of our community. The conference procedure does not mean merely the exchange of ideas and the pooling of experiences alone. It must include more than this. It must include the timely injections of experimental results and scientific data. The importance of these results is emphasized in one of our objectives of adult work in agriculture set up by the farmers themselves. The objective is stated as follows: "To develop a greater appreciation of experimental results and scientific data." This material may need to be added by resource persons or by the instructor, but frequently it is offered by members of the group from their reading of farm magazines, newspapers, and bulletins.

It is true that some farmers are more backward than others when it comes to allowing themselves to be heard in group meeting, but with the instructor knowing or learning the individual situation of many of these farmers, this phase of a well-rounded conference discussion stands only as an interesting and pleasant challenge.

In order to illustrate the procedure followed at Pigeon a typical meeting will serve as an example.

Preparations for the Discussion

Preparation of course materials is necessary in order to insure successful meetings. This preparation may well begin with the development of a lesson plan. This lesson plan includes a carefully prepared outline of the procedure to follow in conducting the discussion of the entire meeting. Questions suggested by the members of the class at the close of previous meetings form a basis around which materials and information may be gathered.

The week which elapses between meetings allows reasonable time for the advisory council to assist in choosing local resource persons, who are usually members of the evening-school group, but are persons who have had more experience than many of the others on the problems to be discussed. The advisory council meets immediately following the regular discussion. At this time the council selects the resource persons for the next meeting and in most cases is able to notify these people before they go home, as most of the members take an active part in the recreational program which follows the regular meeting.

In planning for instruction I find most problems lend themselves well to the use of bulletins, special references, and posters. Magazines, bulletins, and special references containing valuable information, experimental results, and scientific data are collected from the agricultural files and from the library and taken home by the resource persons. This is done in order that the resource persons may have time to organize the information in a manner which will be helpful to the discussion and to the summarization.

Poster and blackboard charts are made by all-day students. Other similar devices serve in correlating the interest of the evening-school members and the all-day students. As a result of this, each group is becoming more and more interested in what the other is doing. All-day students also attempt to adjust the environment of the agricultural room from time to time so that the room may be as indicative as possible of the topic of discussion. With the environment as suggestive as it may be, and with all this material and information well in hand, the instructor is well equipped to proceed with the discussion on the night of the meeting.

Starting the Meeting

The time of the meeting is set for eight o'clock, but the instructor is on hand at least a half hour in advance of this time to insure the proper arrangement of tables, chairs, and other materials and, above all, to greet the early comer who has a definite problem to solve and has come to discuss it with the instructor. The meetings begin and close promptly and thus it is only shortly after 7:30 when the farmers are beginning to assemble. As the early arrival continues to discuss his problem, others make their way to the point of discussion and are ready to add their interest to the growing group. At the same time others have entered and seated themselves in rows in various sections of the room. Then, too, there are the small groups of two or three who have made it a point to contact each other on some outside interest. As the group becomes larger and the starting time is approaching, the discussion becomes more diversified, but even with the assembling and diversification of thought and discussion, something is growing in evidence to all. It is the charts, posters, and environmental changes which are now being rapidly sensed by all. This environment is beginning to orient and centralize the attention of the group in a direction which will permit a smooth, easy, and timely opening. No sooner will the majority of the members be seated than it is time to open the meeting.

"The advisory council meets immediately following the regular discussion. At this time the council selects the resource persons for the next meeting." Members of the council are, from left to right: Harold Greenan, instructor; Wesley Kretzschmer, farmer; Stanley Murdock, farmer; Oakly W. Best, superintendent of schools; and Theodore Leipprandt, farmer

Opening of the meeting is a formal procedure since we have a chairman, vice-chairman, and secretary-treasurer. It is, of course, the duty of the chairman to call the meeting to order, to open the meeting, allow committee chairmen to make announcements, to introduce the topic of discussion, and to present the instructor who in our evening-school work conducts all of the meetings.

Group Must Be Kept in Mind

It has been my experience that in conducting an adult class in agriculture if the objectives of such a course are to be kept in mind, one can hardly escape the use of the conference procedure. The men who comprise the group have assembled in large numbers, most of whom have had considerable farming experience, some with more definite problems than others, but all having problems of some degree of significance. All men are anxious to learn of the experiences of others. Some of the most important conditions which present themselves at any meeting and which must be kept in mind are as follows:

1. The members have come for a *purpose*.
2. There are *individual* problems as well as problems in common.
3. The group of men have had *varied* experiences.
4. The backward or *quiet* person as well as the *talkative* individual will be present.
5. Resource persons are seated in the group.

Perhaps I can best explain our procedure by choosing some one of the problems studied and by describing the procedure used. Our course was on Feeds and Feeding. I will choose the lesson entitled "Feeding the Dairy Calf."

Upon opening the discussion I first referred the group to the four questions which were suggested at the previous meeting. They were as follows: (1) How long should the dairy calf be left with the cow? (2) How soon should the calf be started on a grain ration? (3) Why do many calves become pot-bellied when pail fed? (4) How will the animal transferred from whole milk to skim milk and grain at an early age compare with an animal kept on whole milk for at least six months?

Getting Farmers to Relate Their Experiences

After reviewing the four questions from the blackboard, I turned to the group and asked them whether or not they thought that it would be well to leave the calf with the cow at all. Immediately, I could see that many of the group were ready to give their ideas on the question, but about this time a man near the front of the room proceeded to say that he believed the first milk to be necessary as a laxative and that the calf should remain with the cow. This statement, I could tell, met with approval, but had by no means told the complete story of the use of colostrum milk. Numerous questions were asked and a variety of experiences was added to the discussion. Practically every statement made pointed to the approval of colostrum milk for the calf and it was concluded that the calf should be left with the cow for 24 to 48 hours so as to rid itself of the accumulations of the bowel.

Since this conclusion was in accord with experimental findings and compared favorably with readings from college bulletins, and since the group expressed unanimous approval there were no questions asked by the members regarding scientific data. However, one of the resource persons added that he had recently read a college bulletin and that it had stated that the calf should remain with the dam for the first 12 to 48 hours, and that the only reason which would favor earlier separation was that an occasional calf may overfeed on the colostrum milk.

Discussion on the second question, which was the one regarding the age at which a calf may be started on grain, began immediately following the solution of the first. I introduced this question by asking members of the group if they thought it would be well to start the calf on grain at the time the calf was taken from the cow, which meant that the calf would be on grain at two or three days of age. The first reply was that the calf would not eat grain at so early an age. This again led to much discussion which was soon directed by class members to several experienced dairymen. These men in turn either gave their experiences and ideas or agreed with what had already been said.

Earlier remarks concerning colostrum feeding had also brought up the feeding of whole milk and skim milk. The gradual changing of these feeds was recommended for calves when reaching about three weeks of age. A slightly earlier or similar age was recommended as the most suitable time to introduce grain into the calf's ration. Conclusions now showed that it would be practical and reasonable to add the grain at about the time skim milk was replacing whole milk. The discussion included the kinds of grain to feed and whether or not the grain should be ground Experience of the group showed that oats was one of the best grains on which to start calves, but the majority of the class agreed that oats alone would not be as satisfactory as a combination of oats and corn. This conclusion was based largely on the experience of dairymen who were members of the Dairy Herd Improvement Association and had tried out these different methods of feeding.

Contributions of a "Resource Person"

Question three concerning the pot-bellied conditions of pail-fed calves brought out a very thoro study of pail-feeding calves. There appeared to be much dissatisfaction on the part of nearly every farmer who had practiced this method of feeding. Members of the group told about problems which they had experienced. In no case was there a difficulty mentioned but what several had experienced the same problem. The discussion became keener and it was now very evident that we had struck upon a pertinent question. Sanitation practices were discussed, to which numerous ailments were traced. Other items of great concern were those of overfeeding and the feeding of milk at improper temperatures. All this discussion was adding much toward adjusting feeding practices, but it was not until now that our resource person on this particular problem, who happened to be a local elevator man, made known to the group the fact that he had previously attended a series of calf-feeding meetings in connection with one of his feed companies and that this particular problem had been discussed. The group was ready and anxious to hear from our elevator man. His explanation was worded very much as follows:

> "When the calf is nursing the milk from the cow it holds its head in an upright position and takes the milk in a small stream. Because of the position of the head and the rate at which the milk is taken, the esophagus remains in a normal position and the milk is permitted to flow into the true stomach where it belongs and which is the only place where it can be digested. On the other hand, when the calf is fed from a pail with its head down, the position of the body and the rapid speed with which the calf drinks stretch the esophagus in a manner so as to open, or partially open, the grooves leading to the rumen, thus permitting a portion of the milk to enter the rumen, where it cannot be digested. Since the milk cannot be digested in the rumen it soon spoils and the decomposed milk is likely to cause a feverish condition which usually results in an overconsumption of milk, water, or other food. This overconsumption of feed and the lodging of decomposed milk in the rumen cause the pot-bellied condition."

Our elevator man further added that these data were reliable and had been published by a research station in Seattle, Washington. Conclusions on this question were as follows:

1. Do not overfeed. Either weigh or use some device for determining uniform feedings. 2. Feed milk and grain from sanitary utensils. 3. Feed milk of a uniform temperature of from 90 to 100 degrees F. 4. Permit calf to drink from pail placed at a natural height.

The fourth question was designed to determine whether whole milk or skim milk and grain will produce the better animal upon reaching maturity. In deriving conclusions on this question it was suggested that we work out on the blackboard the cost of the two methods of feeding. This was done and the figures showed that the combination of skim milk and grain was the cheaper. The reason for this was that the fat which was missing in the skim milk could be supplied by grain more cheaply than by feeding whole milk. It was decided that corn barley, or oats could be used in place of butterfat to supply the heat and energy requirements. It was also concluded that growth of the calf on skim milk would likely be a little slower for the first six months, but that the calves on the two rations would mature at approximately the same time. It was further brought out that there would be no difference in the quality of animal produced.

These conclusions were backed by data given by one of the resource persons and taken from an extension bulletin published by Michigan State College entitled "Raising Dairy Calves."

These four questions took up the greater part of the lesson period and served well in keeping the discussion centered around a very evident problem, and at the same time progressing toward the formulating of definite and helpful conclusions.

The Task of the Instructor

In conducting the evening's lesson, I felt that my part was largely that of directing and distributing the discussion so that as many as possible could have an opportunity to participate, and that the proper solution of the problem might be summarized in a form likely to lead to a decision on the part of each farmer.

The manner in which discussions are concluded many times greatly influences

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Studies and Investigations

S. ANDERSON

Comparison of State Farmers and Non-State Farmers in Virginia

T. J. SHARITZ, Teacher, Strasburg, Virginia

T. J. Sharitz

SINCE 1927 the Virginia Association of the F. F. A. has been recognizing outstanding supervised farming programs and leadership of individuals by awarding the State Farmer Degree to the young men represented. At the time of receiving this recognition these boys were recognized as outstanding leaders in their schools and communities.

A study was made in 1940 to determine: (1) if State Farmers, after leaving high school, had continued to be leaders in the communities in which they were living; (2) if they were successful citizens; (3) if the present basis of awarding the degree is justified.

During the period 1927-1938, inclusive, 596 Virginia boys had been awarded the State Farmer Degree.

Procedure

A check group was set up to compare with the State Farmers. A member of this group was from the same school, and attended this high school during the same period as the State Farmer for whom he was a check member. Thus a chapter had the same number of boys in the check group as it had State Farmers. In a few cases it was impossible to establish a check member for some State Farmers, since no individual in the high school could meet the requirements set up for this group.

The basis of the study was the information supplied by the boy to substantiate his fulfillment of the requirements of the State Farmer Degree. Detailed questionnaires were sent to teachers of agriculture to get information about a few State Farmers and the members of the check group. This questionnaire contained, in addition to the activities of the boy while in high school, information as to the present occupation, tenure in present occupation, offices held in various organizations since leaving high school, the participation of the individual in elections, a rating device on several personality factors, and, if established in farming, the method by which the individual became established.

A total of 306, or 51.3 percent, of the State Farmers were included in the study. The check group consisted of 269 boys. The individuals studied were considered representative, since approximately 50 percent of those receiving the degree each year were included. The State Farmers and the check boys were from all sections of the state.

Summary of Findings

In answering the question, "Are State Farmer degrees being awarded on the correct basis?" an attempt was made to compare the activities of these boys while in high school with those engaged in by other boys who were in high school at the same time, but who did not receive the degree.

1. The State Farmers, as a group, were superior to the check boys on all factors studied. These factors included the number of enterprises a boy carried in connection with his supervised farming program, the hours of self labor used on this program, the improved practices carried over into farming, the investments in savings and farming, the marks received in all subjects in high school, the number of years of athletic participation, the number of times a boy led group discussion, the offices held in the local chapter, and the offices held in other organizations in high school.

2. Those boys who completed only two years of agriculture had an investment in farming about equal to that of boys who had completed either three o four years of agriculture. Apparentl boys were not increasing their invest ments in farming to any great exten after the sophomore year.

3. The State Farmers who had com pleted two years of agriculture ha supervised farming programs which wer larger, on the average, than those car ried by boys who had completed thre or four years of agriculture. This wa not true in the check group for, as th boy took more years of agriculture, th size of the farming program increased.

4. Boys who lived on farms with less than 99 acres completed 12.6 enterprises in their farming program, while boys from farms of over 200 acres completed only 13.2 enterprises. Within both groups, the State Farmers and the check boys, there was no noticeable increase in the hours the boys spent on their farming programs on the large farms as compared with the boys who lived on small farms. The State Farmers lived on larger farms than the check boys. The size of the farm did not seem to be related to the desire of the State Farmers to take a larger number of courses in agriculture. In the check group those boys from the larger farms took agriculture in high school for the largest number of years.

5. The marks a boy received in high school were not associated with the number of years he represented his school on some athletic team, nor the size of his supervised farming program. Those boys who had taken part in the most activities in high school received equally as good marks as those individuals who had taken no part in such activities. The boys who received the best marks in high school attended college more frequently than boys who had received lower marks. One hundred forty-five of the State Farmers had attended college as compared with 46 of the check boys.

6. The competition between the boys to receive the State Farmer Degree was greater in the latter years of the study (1935–1938), as shown by the fact that boys had to complete more enterprises, had to spend more hours of labor on their supervised farming programs, had to have a larger investment in savings and farming, must have led group discussion more times, and must have held more offices in organizations, than those boys who received the degree prior to 1935.

TABLE 2. OCCUPATIONS OF STATE FARMERS AND CHECK BOYS

Occupations	State Farmers		Check Boys	
	Number	Percent	Number	Percent
Farming	149	48.7	100	37.2
Allied to farming	29	9.5	25	9.3
Attending agricultural college	37	12.1	5	1.9
Attending non-agricultural college	8	2.6	7	2.6
Miscellaneous	4	1.3	7	2.6
Not related to farming	77	25.2	117	43.4
Unknown	2	.6	8	3.0
Total	306	100.0	269	100.0

TABLE 1. YEARS OF VOCATIONAL AGRICULTURE COMPLETED BY STATE FARMERS RELATED TO VARIOUS FACTORS

Years of Agriculture	Average Enterprises Completed Per Year		Average Hours of Self Labor Per Year		Approved Practices Completed Per Boy		Total Savings and Investments Per Boy	
	State Farmers	Check Boys	State Farmers	Check Boys	State Farmers	Check Boys	State Farmers	Check Boys
2	4.1	2.4	525	235	44	14	$337	$ 62
3	3.8	2.9	381	276	53	30	389	64
4	3.7	3.2	442	315	50	33	352	88

7. One hundred seventy-eight, or 38.2 percent, of the State Farmers were farming or in occupations allied to farming as compared to 125 boys, or 46.5 percent, of the check group. This would seem to indicate that those boys who were our recognized leaders and outstanding farm boys in high school have made more use of the training they received. It is also interesting that 12.1 percent of the State Farmers were in attendance at an agricultural college, preparing to go into agricultural work, as compared with only 1.9 percent of the members of the check group.

8. Of those boys who had no investments in farming while in high school, 36 percent were engaged in farming and allied occupations, while those boys whose investments in farming were above $295 had 72 percent engaged in farming. Apparently the extent to which a boy invested in farming while in high school influenced him to continue in farming after leaving high school.

9. More boys from the larger farms were actually engaged in farming or allied occupations. Boys from farms of less than 99 acres had 35 percent of their members farming, while boys from farms of over 200 acres had 62 percent of their number farming.

10. State Farmers had taken more active part in elections than had the check boys. Of those boys of voting age, 87 percent of the State Farmers were voting in elections as compared with 68 percent of the boys included in the check group.

11. Since leaving high school, 28 State Farmers and 55 of the check boys had not belonged to any organization. Excluding the religious organizations, to which 71.2 percent of the State Farmers belonged and 49.6 percent of the check boys belonged, there is a marked evidence that former Future Farmers are not maintaining their membership in organizations after leaving high school. However, the State Farmers as a group had belonged to more organizations and had belonged more frequently than the boys in the check group. Of the State Farmers 29.2 percent were members of a part-time class and only 18.1 percent of the check group were members. The low percentage of participation in organizations after leaving high school may be due to the fact that in almost every community the programs of all organizations (other than school and church) are planned for adults rather than youths.

12. Fifty-two percent of the State Farmers were living in their home community as compared with 59 percent of the check boys. Thruout the study the best boys, based on the results of the rating of all boys on several personality and leadership qualities, have been the State Farmers. From this fact it may be inferred that those individuals left in the home community have inferior ability as compared with the State Farmers. Where State Farmers are living in their home communities, they are taking a more active part in the organizations in the community than those boys who did not receive the degree.

Conclusions

The factors considered in this study would seem to indicate that the basis for awarding the State Farmer Degree has been correct. The study did not indicate in what ways a better means of selecting the boys to get the degree should be used. It did indicate the necessity of a closer adherence to the requirements of the degree, and that complete evidence to substantiate fulfillment of these requirements should accompany all applications for the degree.

The State Farmers have taken more advantage of the training they received in high school, as a larger percentage of them are engaged in farming and allied occupations. They have taken a more active part in the community activities since leaving high school. However, there is a marked deficiency on the part of the members of this group in their participation in such activities.

A Survey of Vocational Agricultural Needs in Part-Time Farming Areas of Stark County, Ohio

RAY FIFE and H. G. KENESTRICK, Teacher Education, Columbus, Ohio

The Problem

SINCE the early establishment of the program of vocational education in agriculture in Ohio, the northeastern agri-industrial section of the state has presented a special problem. With the continued growth and decentralization of industry the problems in agricultural education have increased. In the autumn of 1938, the state supervisor of vocational agriculture in Ohio and the county superintendent of schools of Stark County, Ohio, discovered a common interest, educationally, in this part-time farming problem. As a result of their discussion, the present study was initiated. Stark County is centrally located in the industrial section of northeastern Ohio and thus offered an excellent location for a survey.

The questions to which answers were sought in this study were:

1. What are the occupational choices of boys on full-time and part-time farms in Stark County?
2. What is the attitude of the youth in this county toward farming and living in the country?
3. What reasons lie behind the attitudes toward part-time farming and living in the country?
4. What proportion of the full-time and part-time farmers was born and reared on the farm?
5. What proportion of their income comes from farming and what proportion from other occupations?
6. What is the length of farm tenure and farm experience in these part-time farming areas?
7. Are the full-time and part-time farmers owners or tenants?
8. What farm enterprises are conducted on the full-time and part-time farms?

Other minor problems pertinent to agri-industrial areas were included in the study.

Procedure

Three representative school areas in the county—Canal Fulton, Minerva, and Jackson Township—were selected for study. Each of these school systems has a department of vocational agriculture. The state and district supervisors of vocational agriculture, two members of the Department of Agricultural Education, Ohio State University, the county superintendent of schools, the local superintendents of schools, and the agricultural teachers in the three school districts met and discussed the need for the study, the general plans for procedure, and the possible outcomes and uses. It was agreed that the survey technique would be used, such survey to include all eighth, ninth, tenth, and eleventh grade boys in the three districts who were living on plots or farms one-fourth acre or larger.

Survey forms were prepared in the Department of Agricultural Education and information was secured from 260 students in the three schools by the local superintendents of schools and the teachers of agriculture, with the assistance of the district supervisor of vocational agriculture.

Following the survey, the data were summarized by the Department of Agricultural Education and presented to the original conference group. Recommendations for the reorganization of the educational program in the three school districts were then prepared.

While the study placed emphasis on the agricultural phases of the school program, much of the data will have a bearing on the construction of the entire school curriculum.

Findings of the Survey

1. *The Students*

a. Student Choices of Life Occupations

Two hundred fifty-eight students expressed first, second, and third choices of life occupation. Of this number, 104 were sons of persons who designated themselves as farmers, 97 were sons of semi-skilled or skilled laborers. Approximately 11 percent of the fathers had "white-collar" jobs.

For purposes of summarization student choices were classified as follows:

1. Farming
2. Occupations directly related to agriculture
3. Professional
4. Skilled and semi-skilled labor (excluding 7 and 8)
5. Sports and recreation
6. Industrial and commercial management (excluding 7 and 8)
7. Transportation (excluding 8)
8. Aviation

"Transportation," "Sports and Recreation," and "Aviation" were listed separately to indicate the newer vocations and because the students' choices in these fields could not be classified more accurately. Public-service and unskilled-labor classifications were omitted because of the lack of choices in these fields.

In summarizing the answers first

choice was given a value of "3"; second choice a value of "2"; and third choice a value of "1."

In weighted rankings it will be noted that skilled or semi-skilled labor ranks first with 418 points; farming is second with 387 points; and the professions are third with 295 points. In first choice farming ranks first with 90 first choices; the professions are second with 53 first choices; and skilled and semi-skilled labor are third with 51 first choices. The data indicated that 66 percent of all students and 80 percent of the sons of full-time farmers gave farming as first, second, or third choice of occupation. Approximately 20 percent of the students expressed a first preference for "white-collar" jobs as compared with 54 percent of the high-school boys in a near-by industrial city who expressed such a preference. Electrical, chemical, and mechanical engineering choices were largely responsible for the high standing of the professions.

It is evident that in the three communities under consideration, a very large proportion of the students living on full-time and part-time farms desired to become farmers or to enter the trades or professions related to industry and business.

b. Interest in Country Life and Part-Time Farming

Of 249 students who expressed a prefence as to residence 218, or 87.6 percent, preferred to live in the country. Of 244 students who answered the question with reference to part-time farming 189, or 77.5 percent, answered that regardless of other occupation they would prefer to engage in part-time farming altho some answers indicated that such farming would be definitely limited in scope and nature.

Two hundred thirty-seven students gave reasons for their answers. The reasons were classified as: 101 reasons related to personal or leisure time interest; 91 economic reasons; and 45 reasons affecting physical welfare.

2. *The Head of the Family*

Several significant facts were discovered regarding the status of the fathers of these students.

Approximately 75 percent of the fathers were born in Ohio, with a very large proportion of this percentage from Stark County and three adjoining counties. Seventy-eight and one-tenth percent of the fathers were born on the farm and 82.1 percent were reared on the farm. During the depression period 22 of the fathers changed from farming to other occupations, and 43 changed from other occupations to farming.

The data indicated that the fathers represented in the study had an average tenure of 11.4 years on their respective plots or farms.

2. *Land and Tenure*

Sixty-seven percent of the fathers owned their plots or farms while an additional 13 percent owned the home plot or farm but rented additional land.

On the part-time farms, gardening, poultry, small fruits, field crops, swine, and truck enterprises predominated and are listed in the order of their frequency.

Recommendations

The occupational choice of the students indicates an excellent knowledge of the older occupations, but such students need more detailed information on specialized farming, aviation, air conditioning, electrical servicing, bus and truck transportation, and sports and recreation.

Since so many students are interested in the skilled trades, comprehensive courses in industrial arts will have an important prevocational value. The high-school curriculum also needs to emphasize instruction which is basic to the engineering professions previously mentioned.

With 77 percent of the students indicating that if they were to work in industry or other urban occupation they would wish to engage in part-time farming, there is a definite need for the organization of a special program of instruction in part-time farming. There are two methods of attack on this problem. High-school students who are looking forward to part-time farming may enroll for the first two years of the four-year course in vocational agriculture, or a separate two-year course for students from part-time farms might be organized. The second alternative seems to be much more desirable even tho it involves some adjustments in the present program of instruction in vocational agriculture.

As previously mentioned, there are many out-of-school youth on both full-time and part-time farms in the three school areas. While teachers of vocational agriculture in the three school areas are conducting educational, recreational, and social programs for out-of-school farm youth, care needs to be taken that boys on part-time farms are not overlooked. There is a special problem also with adult part-time farmers who are, of course, eligible for evening-school instruction. In view of the stability of the part-time farming population, these adult farmers should be interested in a wide range of agricultural, home, and community-improvement subjects.

It should be emphasized again that teachers of vocational agriculture will need to make very careful surveys of agricultural enterprises on the part-time farms in the three school areas.

Many of the agri-industrial areas have been neglected because they are neither "city" nor "country." From the point of view of agricultural education, local programs, all too frequently, have been organized for full-time farming on the basis of economic, social, civic, and recreational conditions which are strictly rural. On the other hand, in many school systems the agricultural pursuits of the people have been completely ignored and educational programs have merely imitated the programs of some near-by city. It is our hope that this study will call attention to the special needs of these communities which are neither strictly rural nor strictly urban.

Press Demonstrates Interest In Out-of-School Youth Problems

LAST year the Pennsylvania State College published a bulletin entitled "Out-of-School Rural Youth Enter Farming." The bulletin contained a record of interviews between Doctor C. S. Anderson and 50 rural boys, all of whom had dropped out of school. It listed their reasons for leaving school. It reported their rationalizations after ten years had passed since they left school. The author added his interpretations and conclusions.

Brief United Press and Associated Press releases dealing with the findings were prepared. Six months later these releases had been picked up by and had appeared in a nationwide group of daily newspapers having a total circulation of 1,479,828 copies.

The clipping bureau employed by the Pennsylvania State College did not report on small town or rural papers of which there are approximately 1,700 in the United States. It is estimated that if they too had been included the above circulation figure would at least have been doubled.

The interested reaction of the press in this case is an indication of a rapidly increasing public consciousness toward the problems of out-of-school rural youth.

Choice of Life Occupation of 258 Students From Part-Time Farms

1	2	3	4	5	6	7	8
Farming	Related Occupation	Professional	Semi-skilled or Skilled Labor	Sports and Recreation	Industrial and Commercial Management	Transportation	Aviation
90* x 3* = 270*	10 x 3 = 30	55 x 3 = 165	51 x 3 = 153	15 x 3 = 45	9 x 3 = 27	6 x 3 = 18	22 x 3 = 66
37 x 2 = 74	17 x 2 = 34	51 x 2 = 102	88 x 2 = 176	7 x 2 = 14	13 x 2 = 26	18 x 2 = 36	22 x 2 = 44
43 x 1 = 43	13 x 1 = 13	34 x 1 = 34	89 x 1 = 89	10 x 1 = 10	10 x 1 = 10	21 x 1 = 21	10 x 1 = 10
170 387	40 77	140 301	228 418	32 69	32 63	45 75	54 120

*The first figure represents the number of boys expressing a choice; the second figure the value assigned; the third figure the product of the first two.

How Vocational Departments Unite in a Guidance Program in a Small High School

R. W. KAESS, Teacher, Simla, Colorado

SIMLA is a town of 500 people in the heart of the dry farming section of eastern Colorado. It has a union high school with an enrollment of 44 boys and 48 girls. Thirty-five of these boys live on farms. About half of the farm boys and girls stay in town during the school term. This means that about 75 percent of the pupils in high school received their elementary education in small, one-room, rural schools.

The present guidance program, inaugurated in 1938, is based primarily on the vocational agriculture, vocational homemaking, and commercial departments. Many of the devices that are included in this program are of a long-time nature, some of them have not yet been used but will be used as soon as the effects of the other devices have gone far enough to warrant their usage.

The first step in setting up the guidance program was to sell the administration on the idea of an organized guidance program. The superintendent and the board of education were approached with the plan for the guidance program. The fact was emphasized that the responsibilities of the guidance setup must be divided. The teacher of agriculture should not be expected to assume the guidance program for the whole school.

The following is an outline of the program that was adopted and is now in operation in the Simla schools.

I. The Pre-High-School Program

A. *Securing co-operation of elementary and rural teachers*
   1. Explain the guidance program and how it works.
      (a) Provide individual inventory forms for all seventh- and eighth-grade pupils.
      (b) Provide materials to be used in special orientation course.
   2. Give special assistance whenever needed, such as: library books, magazines, and film strips.

B. *Securing co-operation of public* thru P.T.A., local and neighboring school boards, and newspaper articles.

C. *Counseling* during visitation days in rural schools and elementary grade rooms, during eighth-grade field day, and during home visits.

II. The Guidance Program in High School

A. *Selective admission*
   1. Set up certain requirements for admission to different courses.
   2. Have students fill in a vocational questionnaire and other forms.
   3. Refer problems to faculty clinic.

B. *Try-out courses*
   1. During the first semester of the freshman year all students would be required to take an orientation course in which each of the courses offered in the high school is introduced in such a way that the students will know what that course is like.
   2. Allow change of courses during the first month if the faculty agrees that the change is best for the pupil.

C. *The guidance organization*
   1. Personnel:
      (a) The superintendent, who will head the organization.
      (b) A faculty clinic, which is composed of the full-time instructors, to meet at regular dates.
      (c) Office help, outstanding N.Y.A. students.
   2. The office:
      (a) Located in superintendent's office.
      (b) A four-drawer steel filing cabinet with manila folders.
      (c) A 4 x 6 card-index.
      (d) A special guidance shelf of reading materials in library.
   3. Information kept on file:
      (a) Information concerning each pupil, including: questionnaire on attitudes, student's self-rating record, pupil-information sheet, home-report form, teachers' check sheet, measurements test record, health record, guidance card, and follow-up record.
      (b) Opportunities record, including: farm placement opportunities, farms for sale or rent, similar data on other occupations, and information about colleges, business schools, etc.
      (c) Information record, including: a card file of available information on vocations and a record of other sources of information.
      (d) Correspondence.
   4. Responsibilities of personnel:
      (a) Superintendent:
         1. Conduct individual interviews with pupils concerning educational and vocational plans.
         2. Discuss with groups of pupils questions on choice of vocation.
         3. Make program adjustments for gifted pupils and those who are failing.
         4. Furnish data regarding college entrance requirements and aid with applications for college admission.
         5. Aid in securing specialized training for some.
         6. Make home visits to as many pupils as possible.
      (b) The faculty clinic:
         1. Secure and record for each pupil: choice of school subjects, tentative vocational objective, achievement in relation to capacity, information on extra-curricular activities, attitudes, personality traits, relations with teachers and other pupils, need for self help, and other matters in regard to pupil progress, adjustment, and plans.
         2. Counsel pupils.
         3. Improve faculty attitudes.
         4. Help with in-service training.
      (c) Office help:
         1. Copy and file records.
         2. File information secured from literature, etc.
         3. Keep office in order.
         4. Prepare news articles, posters, etc.
   5. Securing information:
      (a) About pupils, thru: tests given by teachers, questionnaires filled in by pupils, observations by teachers, interviews with pupils, interviews with parents, scholastic records, and school nurse's reports.
      (b) About occupations, thru: books in library, magazines, advertisements, motion pictures and slides, lectures in assemblies, and field trips.
      (c) About placement opportunities, thru:
         1. Placement-opportunity data cards filled in during, or as a result of, contacts and interviews, and
         2. In co-operation with other agencies.
   6. Using information for counseling, publicity, placement, or as aid in curriculum organization.
   7. Counseling:
      (a) Personal interviews by superintendent and certain teachers.
      (b) Group meetings for discussion of problems common to the group.
      (c) Special assembly programs.
      (d) A special period when teachers and pupils are available.
      (e) Informal counseling:
         1. During conversations.
         2. Suggestions given by friends.
         3. Indirect suggestions.
      (f) Home visits.
      (g) Give special emphasis and training during senior year:
         1. Special training in how to make contacts for jobs.
         2. Frank discussions of strong and weak points of pupils.

III. Guidance for the Out-of-School Group

A. *Organization*
   1. Young Farmers Association sponsored by the department of vocational agriculture.
   2. Fireside Circle composed of girls who are out of school, 16–25 years of age, and interested in homemaking and allied occupations sponsored by the homemaking department.
   3. Commercial Arts Club for out-of-school youth interested in commercial work.

B. *Guidance Activities*
   1. Training for out-of-school youth thru part-time classes in agriculture, homemaking, and commerce.
   2. Counseling:
      (a) With part-time classes.
      (b) As one activity of the out-of-school departmental clubs.
      (c) By the faculty as opportunity arises.
   3. Placement service:
      (a) By placement bureau operated thru the superintendent's office.
      (b) By personal efforts of faculty.

Future Farmers of America

L. R. HUMPHERYS

Whither Community Service by the Local Chapter?

H. D. GARVER, Adviser, Shawnee-Mission Chapter,
Merriam, Kansas

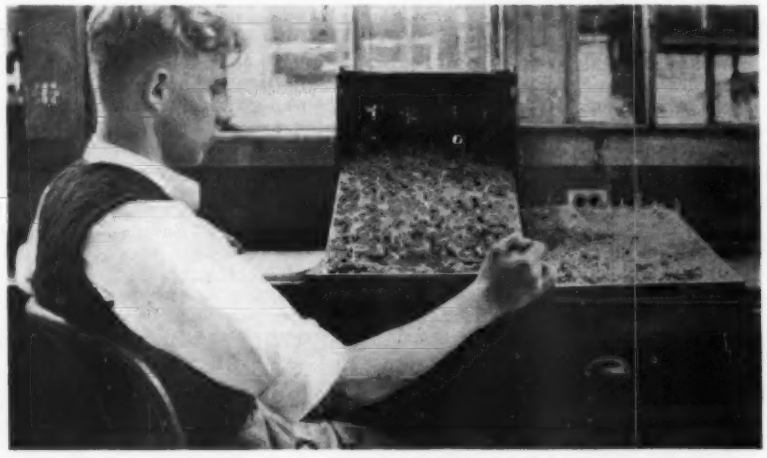
RENDERING community service sometimes places the chapter "on the spot," but this may be a decided advantage to the chapter. To do too little is to be forgotten: to do too much may mean—well, just too much. Just where to find a happy medium is a matter of chapter policy.

Obviously, no two chapter programs of community service can be identical—not in America where John Q. Public still has the right to openly express approval or disapproval of everyone from the president and his cabinet to the local F. F. A. adviser and the chapter. Expressions of approval or disapproval still determine the success or failure of any organization, including the local chapter of Future Farmers of America. Furthermore, no individual or organization has ever been able to satisfy everyone. Toes will get stepped on and dignities will be affronted. Yet, like the old Civil War general whose stated method of winning battles was to "git thar fustest with the mostest," the local chapter must also do likewise and not be stopped by a few casualties when they come.

Guiding Principles

The *guiding principles* (or policies) governing the community service program of the Shawnee-Mission chapter located at Merriam, a suburb of greater Kansas City, are illustrated by the following activities:

Establishing a new lawn on the school grounds



Seed testing for patrons of the school

1. *Services should be confined to civic groups as much as possible, rather than to individuals.* This chapter, in co-operation with the local floral club, built a rock garden in a near-by park. At another time, an outdoor stage was built for the local historical society pageant. Livestock pens were built, and the entire management of the livestock department of the county fair was assumed by the chapter until the fair was moved recently to another town. Each year, five to seven needy families have been cared for at Christmas time, working thru the local community chest organization. Help is given the national office at the annual convention held in Kansas City. This consists of caring for equipment and placing it on the convention floor, and providing messenger service from headquarters in the municipal auditorium.

2. *Services for individuals are to be rendered in exchange for something except money.* This is for psychological reasons more than for material gain, since the best way to make a friend is to get him to do you a favor. Such an exchange of services may range from a pan full of cookies after culling a widow's poultry flock to the gift of a purebred ram after castrating and docking a sheep flock. Americans don't like to be "beholden" to anyone, and we're all Americans.

3. *Chapter services should not compete with nor duplicate services of persons or firms regularly engaged in business offering such services.* Sometime ago, a local hatchery gave this chapter two electric incubators having a combined capacity of 1,100 eggs. These machines have never hatched an egg for other than project use. The chapter owns complete vaccinating sets; but only project calves, pigs, and chickens are treated. Each year a different local veterinarian gives a talk at chapter meetings, and thruout the year gives much free advice and help to chapter members.

4. *Time for community services, especially as they concern field trips during school time, must be budgeted.* Any requests beyond these limits are impartially refused. However, where possible, individual members are often sent out on their own time for hire, if requested. In such cases the work is supervised by the instructor after school hours. It is felt that a source of trained workers is appreciated as much as work done by the group.

A new service for the coming year will be several F. F. A. bulletin boards located in near-by community centers. These will contain clippings, pictures, and typewritten agricultural information taken from a variety of newspapers and farm magazines. It seemed a good idea at the time of writing. Maybe it will work out—maybe not. At least, no harm will have been done.

While these activities have been successful with the Shawnee-Mission Chapter, they may not work elsewhere. Altho

the thousands of local chapters in our nation function in as many different conditions, they all have a direct need for community good will. Let any chapter lose this thru poor judgment or lack of initiative and that chapter has lost its support. The program of community service is the most effective method of gaining or losing community good will and support.

An Outstanding Activity Program in the Ozarks

B. OSCAR BROWN, Instructor,
Mountain Grove, Missouri

THE Mountain Grove F. F. A. Chapter is located in the heart of the Ozarks in south Missouri. In this section, dairying and cattle and sheep feeding are the important enterprises. Grain farming is difficult on account of the rough contour of the land. There are 110 boys enrolled in the department, with a membership of 125 in the F. F. A. The chapter has been carrying on an extensive activity program in past years, and plans are well under way for a more comprehensive program in 1940–1941.

Some of the outstanding activities include the following:

1. The purchase of two registered Jersey bulls valued at $1,500. Artificial insemination is carried on with these bulls; and in the last three months over 100 cows belonging to adult farmers have been bred, in addition to cows belonging to chapter members.
2. The purchase of a registered Duroc Jersey boar and a registered Southdown ram.
3. An annual educational tour covering 3,000 to 4,000 miles. Usually 30 to 40 boys make this trip.
4. An egg show and poultry school. Last year, 436 dozen eggs were exhibited and 500 persons attended.
5. A fat lamb and ram show. In 1939–1940, local businessmen furnished $250 in prizes. Two hundred lambs and 25 rams were shown.

Project Goals

6. A goal of 3.5 projects per boy was set in 1939–1940. The actual average was 3.46 per boy. The preliminary report showed 358 productive projects in 28 different enterprises, consisting of 616 acres of field crops, 2,228 head of poultry, and 778 head of livestock. The opening inventory on the livestock projects alone amounted to over $14,000. Between 70 and 75 of the animals were registered Jerseys.
7. Four boys advanced to State Farmer degree and one member was elected to state office in 1939–1940.
8. Attendance at American Royal Livestock Show and National F. F. A. Convention in Kansas City.
9. Attendance at state vocational agriculture contests and state convention at Columbia each year.
10. One or more other tours of 500–1,000 miles each year to well-known breeding establishments, such as the Shelby County Penal Farm at Memphis, Tennessee.
11. An annual barnwarming.
12. The buying of hybrid seed corn, breeding ewes, dairy cattle, etc., cooperatively.

Eight Pairs of Brothers Enrolled in Agriculture in One School

In Athens, Pennsylvania, eight pairs of brothers are enrolled in vocational agriculture. None are twins—just brothers. This extraordinary vocational agriculture brotherhood constitutes one-third of the school's total agricultural enrollment. All 16 are live-wire boys, each one looking forward to the time when he will be established as a farmer in the Athens community. Mr. M. J. VanScoten, their teacher of agriculture, says that it is a real joy to work with this group of brothers in their farm practice. According to VanScoten, brothers seem to be a challenge to each other and keep sort of a project contest going most of the time.—C. S. Anderson

Co-operative Activities in an F.F.A. Chapter

G. S. JOHNSON, Adviser,
Corning, Iowa

THE annual program of the Corning chapter of 80 members is printed with a special cover and distributed to all the members. This annual program includes activities grouped under the several regular headings, the membership of committees, the names of members with telephone numbers, and the degree held by each member.

The phase of our program in which we have been most successful is that of co-operative chapter activities. A description of some of these chapter projects may be suggestive to officers of other chapters.

Co-operative Financing

We co-operate in raising money for chapter financing. Our chapter sold hybrid seed corn for four commercial companies with a profit of 50c per bushel. Twenty cents of the profits from each bushel is paid the individual boys as compensation for sales, and the remaining 30 cents is deposited in the chapter treasury.

Our chapter also buys and sells mineral fertilizers. We co-operate with the local dealer, which creates a fine feeling in the community. Our efforts last year netted us $25 from this project.

Co-operative Hybrid Corn Plot

Possibly the most outstanding project has been a "Chapter Farmers' Hybrid" seed corn project. The president of the chapter, by and with the consent of the members, drew up a contract between the chapter members and the "Farmers' Hybrid," and appointed a committee of three to select soil plots for growing the corn. A 17-acre plot on an old river bottom was selected for the breeding experiment. A contract was entered into with the farmer owning the land. The farmer was to have 1½ bushels of field corn for every bushel of seed corn removed from the field. The contract with the seed company provided that "all seed corn shall be sent to Hampton, Iowa, to be processed." The boys can

then order any variety of corn to sell that they care to as determined by the experimental varieties located in scattered sections of the county. Our boys are producing "Farmers' 555."

The boys tested the soil in the field plot for lime and phosphate and determined none was needed. The stand of corn seemed light at the beginning but we expect with good care to have a normal crop. The plantings were made with four inbred female rows and one male row.

The chairman of the hybrid-corn committee divided the membership of the chapter into 18 committees to de-tassel at the proper time, with each committee working one day. A foreman among the boys was elected to de-tassel each day with three other boys participating. By contract these boys are to receive 15c an hour for their services.

We expect to raise 600 bushels of hybrid seed corn. A representative of the "Farmers' Hybrid" company and I are assisting in the de-tasseling. The 17-acre seed plot will produce only about 12 acres of seed, due to the "protection rows" which cannot be used for producing seed.

Conference Procedure

(Continued from page 167)

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Conference Procedure at Pigeon

(Continued from page 171)

the farmer's course of action. Problems with interesting conclusions are more likely to result in the adoption of an approved practice on the home farm.

To close the discussion, the separate conclusions of the four questions were reviewed and condensed. The following statement was selected as the most worthy of being added to our list of approved practices. It read as follows: "Change from whole milk to skim milk and grain (whole corn and oats) gradually when the calf is about three weeks of age."

Story

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pigs were about half grown we traded them to Dad for a grade dairy heifer that was ready to freshen. She brought us a heifer calf. We then sold the sow for $25 and bought a bred sow.

The last named sow farrowed only four pigs. We kept her until the pigs were ready to wean and then traded her for six 60-pound weaners. This gave us ten weaner pigs, one cow, and a calf to start the second year. We borrowed $60 from the Eastern Idaho Production Credit Association to feed out the feeders. We sold them for $150. After paying our loan we had $83 to invest. Since our cow was giving us a nice milk check and the whey necessary to supplement our barley, we decided to buy another heifer. We bought a good heifer for $35. The rest we kept for a rainy day.

During the latter part of May we talked the proposition over with Dad and decided to buy a large herd of weaners. We were to buy the pigs and Dad was to furnish the feed equal to the amount we borrowed from the Production Credit Association. We bought 77 head of weaners at $3 and two brood sows at $20. The weaners were put on alfalfa pasture and were fed a supplement of barley, wheat, and peas, with whey from the cheese factory.

During the summer a frost hit the pea fields in the Kilgore country about 35 miles to the north. We moved our pigs to Kilgore and there hogged off peas.

We finished the hogs out on a ration of chopped barley, wheat, peas, whey, sugar beets, and alfalfa. After we put the pigs in the finishing pen they averaged a daily gain of two pounds. We sold the pigs for $1,020. After all bills were paid we had left $320. We divided with Dad. We invested our $160 in two good bred heifers. Besides these two good heifers we are now milking our two cows, which are bringing in about $20 each month. We hope to continue in building up a Guernsey dairy herd in the future. So, from the $13 gilt that wouldn't breed we have accumulated two cows, two purebred Guernsey bred heifers, and two grade heifers.

Co-operative Program

(Continued from page 165)

Living at home must be the objective and each bit of information and activity must contribute something to that end. Each teacher and each student must see the business of farm life as a whole and strive to contribute his part of successful farm living before it becomes meaningful. Farm and home improvement is supervised practice and is only valuable as an educational procedure when it is done in a better way than it has been done in the past, and contributes something worth while to home living on the farm.

Men do not live alone on the farm and think only in terms of production. Women do not live alone in a house thinking only in terms of cooking, sewing, and housecleaning.

Making better farmers or better providers does not necessarily make better husbands, better fathers, and better citizens. And making better cooks, better seamstresses, or even better housekeepers does not necessarily make better wives, better mothers, or better citizens. Each must share family and community life and, in order to make the most of it, must have the necessary training. Objectives must be set up and understood, and all subject matter must contribute something to the accomplishment of those objectives.

A co-operative or joint program of work must include all phases of the work of each department, such as the all-day classes, part-time classes, adult classes, community service, the project work of each, other supervised practice, the Future Farmers of America, and the Future Homemakers of America. While the special work of the two departments is necessarily the heart of the program, a well-rounded, complete setup must include co-operation with other agricultural and homemaking agencies such as the Extension Service, the Farm Security Administration, the Production Credit Associations, and other government agencies and co-operatives; it must not fail to consider other departments of the school in order that the vocational departments may have their part in integrating the whole system.

Integration, of course, is a relative term and probably no public school system is perfectly integrated, yet many have attained various degrees of integration. While the vocational departments may lend themselves more easily to integration than other departments do, too often they have held themselves aloof, have been considered something separate and apart from the elementary school, and various departments of the high school. A co-operative program must provide some way to overcome this feeling, and in many cases should become the core of an integrated system.

Book Reviews

Profitable Poultry Keeping, by H. Clyde Kandel, pp. 464, illustrated. Published by Orange Judd Publishing Company, Inc., N. Y. Price $3. Designed to serve beginners who desire to follow poultry keeping as a vocation or avocation. Written on a level intended for high-school students and college students who want an elementary text in poultry husbandry. Farmers and commercial poultrymen will find the book helpful. The author has been especially practical in the selection of subject matter, and the principles and practices discussed have wide application. Teachers of vocational agriculture will find this text helpful in their instructional work in the classroom as well as on the farm.—A.P.D.

Livestock Management, Coffey & Jackson, J. B. Lippincott Company, 500 pages, illustrated, list price $2. This text is designed for high-school students in vocational agriculture. Its 15 chapters may be presented in any sequence desired by individual teachers. Suggested activities and references follow each chapter. The authors have tried to avoid the use of many technical terms. They express the hope that the book will be usable as an aid in solving the problems found in livestock production. The illustrations are excellent and are instructive.—A.P.D.